2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal **Ms. Denise Donovan**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: **Madison Heights Elementary School District**
(As it should appear in the official records)

School Mailing Address: **7150 N. 22nd Street**
(If address is P.O. Box, also include street address)

Phoenix	**Arizona**	**85021-5605**
City	State	Zip Code+4 (9 digits total)

Tel. (602) 664-7800 Fax (602) 664-7899

Website/URL http://www.msd38.org/heights E-mail **ddonovan@msd38.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* **Dr. R. Robert Jones**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Madison Elementary School District (602) 664-7900**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson **Mr. Paul S. Harter**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4 Elementary schools
3 Middle schools
_____ Junior high schools
_____ High schools
_____ Other (Briefly explain)

7 TOTAL

2. District Per Pupil Expenditure: **$6730**

   Average State Per Pupil Expenditure: **$6827**

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[**X**] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. **4** Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	45	45	**90**		**7**			
1	43	38	**81**		**8**			
2	51	38	**89**		**9**			
3	57	45	**102**		**10**			
4	42	41	**83**		**11**			
5					**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**445**

6. Racial/ethnic composition of the students in the school:

60.1% White
6.8 % Black or African American
29.6 % Hispanic or Latino
.7% Asian/Pacific Islander
2.7% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: **58%**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	**142**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**107**
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	**249**
(4)	Total number of students in the school as of October 1	**430**
(5)	Subtotal in row (3) divided by total in row (4)	**.58**
(6)	Amount in row (5) multiplied by 100	**58**

8. Limited English Proficient students in the school: **16%**

70 Total Number Limited English Proficient

Number of languages represented: **4**
Specify languages: **Spanish, Russian, Swahili**, **and Portuguese**

9. Students eligible for free/reduced-priced meals: **47.25 %**

203 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **13 %**

59 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

7	Autism	____	Orthopedic Impairment
____	Deafness	**5**	Other Health Impaired
____	Deaf-Blindness	**20**	Specific Learning Disability
4	Hearing Impairment	**10**	Speech or Language Impairment
2	Mental Retardation	____	Traumatic Brain Injury
2	Multiple Disabilities	**1**	Visual Impairment Including Blindness
		8	Emotional Disability

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**1**	_____
Classroom teachers	**18**	**3**
Special resource teachers/specialists	**6**	**8**
Paraprofessionals	**9**	**2**
Support staff	**10**	_____
Total number	**44**	**13**

12. Average school student-"classroom teacher" ratio: **24**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	**95%**	**95%**	**95%**	**94%**	**94%**
Daily teacher attendance	**97%**	**98%**	**97%**	**NA**	**NA**
Teacher turnover rate	**.5%**	**1%**	**.5%**	**NA**	**NA**
Student dropout rate	**NA**	**NA**	**NA**	**NA**	**NA**
Student drop-off rate	NA	NA	NA	**NA**	**NA**

PART III - SUMMARY

Snapshot of the School

Madison Heights is an urban, PreK-4 school located in central Phoenix, Arizona, with a population of 445 students. It is a school of choice in the Phoenix area, with 15% of our students attending on open enrollment. Recently, Madison Heights has experienced a surge in ethnic diversity, mobility, and shifting socio-economic status. Students come from various ethnic backgrounds including 60% white, 30% Hispanic, 7% Black, 2% Native American, and 1% Asian. 47% of our students qualify for free or reduced lunch programs. We have experienced the greatest increase in our mobility rate, reaching 58%. As the population shifts, Madison Heights strives to work collaboratively to meet the changing needs of each individual student through strong curriculum and instructional practices.

Together with the Madison School District, Madison Heights has a mission statement of: "The faculty, staff, administrators, and Governing Board of the Madison Elementary School District working in collaboration with our Community, accept responsibility to ensure that ALL students meet or exceed our established educational goals by maximizing the effort and potential of our diverse student population, thus creating life-long learners." We truly believe that EVERY child can learn, and we provide many opportunities for all children to learn. Ensuring that students achieve requires qualified teachers who use research-based methodologies, focus on reading development, and use student centered activities. We have ensured that 100% of the teachers at Madison Heights are classified as 'Highly Qualified' under the NCLB guidelines.

Teachers carefully and continually review students' academic achievement through data analysis. We use a continual assessment and evaluation cycle, which enables the teachers to use both standardized and informal assessments to measure student achievement. Using the Teaching Learning Cycle (TLC), the teachers use assessments to develop plans for small and whole group instruction as needed. Teachers monitor student progress and provide in class and out of class intervention and assistance for all students as needed. No child is ever left behind the other students in any classroom at Madison Heights.

Madison Heights coordinates its efforts with other programs to fully educate all students. Two programs that have had the most impact are the Teacher Advancement Program and the TREASURmath Grant. Through funds from the Milken Family Foundation to implement the Teacher Advancement Program, we have changed the structure of our school day, realizing that job embedded professional development and collaboration among teachers is paramount to student success. We provide three hours of teacher professional development and collaboration a week for our teachers. We have identified our teachers who are experts in the fields of literacy and math and have given them the role of Master Teacher. All teachers participate in a rigorous evaluation system. They are evaluated either four or six times a year using a rubric with hundreds of specific performance indicators. Teachers are financially rewarded based upon the following factors: student achievement gains, teacher instructional performance in the classroom, parental satisfaction survey, and their increased responsibilities for all teachers: career, mentor and master.

The TREASURmath Grant, from the National Science Foundation, has supplied additional resources to provide extensive professional development and training for our teachers in teaching mathematics. Through this grant, each teacher at Madison Heights participated in a minimum of 130 hours of professional development geared at both developing teacher content knowledge and Cognitively Guided Instructional (CGI) practices to further develop the students' abilities to think and problem solve. Master teachers were identified and were given release time to work alongside individual teachers in the classroom setting. Through this grant funding, our teachers and students have had the benefit of continually growing and developing along the continuum of mathematical thinking and problem solving.

Madison Heights is a dynamic school that is continually evolving as the students, the community and the educational landscape change. It is an exciting environment for students to reach their potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

School's Assessment Results

There are two standardized, state-administered assessments that provide achievement data for Madison Heights. The state-administered assessment is based on the Arizona Academic Standards, named AIMS (Arizona's Instrument to Measure Standards). AIMS is administered to third grade students in our school. The norm-referenced test, the Stanford Achievement Test (Ninth Edition), also known as SAT9, provides a comparison to a nationally representative norm group as well as an achievement scale that spans grades. All students in second through fourth grade are administered the SAT 9 test, which allows Madison Heights to track student progress from one grade level to the next.

Arizona's criterion-referenced test, AIMS, indicates that Madison Heights' students are mastering the state standards. For the past three years, the school has experienced tremendous student learning. Between 80 and 90 percent of Madison Heights students were proficient on the Arizona Academic Standards by the end of third grade, and virtually all students were above the basic level. Despite poverty and a host of other psychosocial challenges, Madison Heights students continuously demonstrate that they have the prerequisite knowledge and skills to be successful in school.

The demographic shift and the toll of increasing poverty at Madison Heights are realized in the second and third grade SAT9 scores. An initial look at percentile ranks seems to indicate a decline relative to the national norm. However, student achievement is evident when analyzing the growth that students have made from year to year. For example, the second grade cohort group in 2001 increased their average reading percentile rank from 55 to 75 when they took the SAT 9 as fourth graders in 2003. Similarly, the same class of students grew in mathematics 10 percentile rank points, from 64 to 74, between 2001 and 2003. Despite the apparent lower entry levels of students, both reading and mathematic achievement scores have increased significantly and impressively overtime, indicating increased student learning.

State achievement test data leads us to the conclusion that students at Madison Heights are learning and achieving more with each year that they attend the school. Students entering the school and who remain at the school, leave with the prerequisite knowledge and skills to be able to achieve and thrive at the next level of their education.

Using Assessment Data

Assessment data is used to inform practice and improve the achievement of all students at Madison Heights. Stanford Nine assessment data is analyzed according to overall school progress, grade level progress, and individual student progress. When teachers return to school in the fall, an entire day is devoted to analyzing student achievement data and the impact of our teaching on that achievement. As an entire staff, we analyze the progress of the school toward national, state, and district norms. In grade levels, teachers analyze the students in each grade and their achievement in each tested content cluster. Lastly, teachers are given reports with individual students listed and all achievement data available for the years that they have been in our school. The teacher uses color-coding to identify students who have made five or more percentile points growth from year to year, who have made one year's growth, and who have made greater than five percentile points negative growth from the previous years' achievement data. This color-coding allows us to analyze individual students according to adequate yearly progress. We then use this information to set our school goals for the school year. This information also becomes a component of the teachers' Individual Growth Plan for the year.

Along with the analysis of yearly achievement data, our teachers use quarterly assessment data in reading and math to inform their teaching practices. In reading, teachers assess students quarterly using the Developmental Reading Assessment. They assess growth in oral reading, reading fluency, and comprehension. In math, our teachers assess students quarterly on basic mathematical computation skills.

Accuracy, the development of more efficient strategies to solve problems, and mathematical communications are analyzed and action steps are identified by the teachers for specific areas that need additional focus for the next quarter both for classroom instruction and professional development activities.

Communicating Student Performance

Madison Heights communicates student performance using both formal and informal assessment data on an ongoing basis at the school level, grade level, and individual student level. The district sends to each parent an assessment report from the results of the Stanford Nine test each June. The report is generated to give parents information about their child's achievement and performance in relation to national norms. The teacher reports progress on a quarterly basis through our report cards and meets with parents through parent teacher conferences twice yearly. Teachers maintain student assessment portfolios throughout the school year for reading, writing, and mathematics, and they communicate student progress on the district wide assessments with the parents. School wide assessment data is monitored closely by our Site Based Management Team and communicated with parents through bi-monthly newsletters. Student achievement results are communicated frequently, using a variety of methods so that parents are able to understand their specific child's progress and achievement relative to the school wide achievement of our students.

Sharing Our Successes

Madison Heights has been very willing and open to sharing our success with other schools. Shortly after we received our state's "Excelling" label, administrators, teachers news reporters, and researchers from around the Phoenix metropolitan area began contacting us to visit our school and interview the teachers and administration about successes and challenges that we overcame in our pursuit to improve student achievement. We have shared the strategies and techniques we used to align all components of school improvement to reach a specific academic achievement goal. As principal, I have spoken and presented information to other administrators in our school district about how to use student achievement data to set school goals and to align all components of school improvement to focus on improving student achievement. I have also presented components of using data to drive instruction at the Teacher Advancement Program's National Convention, in which schools from over twenty states attended. We continue to collaborate and host site visits with other schools involved in the Teacher Advancement Program as well as schools within the district and state. Lastly, our Master Teachers present at national and state conferences throughout the year to inform specific audiences about the practices occurring at our school.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum

In compliance with the No Child Left Behind Act (NCLB) Madison Heights' curriculum is aligned with the established Madison School District's challenging academic standards and assessments that encompass and surpass the Arizona State Standards. In addition, we employ a curriculum adoption cycle that reviews established curriculum, assessments, and materials every five years. New curriculum adoptions that support and strengthen the core academic program and meet the varying needs of our changing student population are a natural outgrowth of this process.

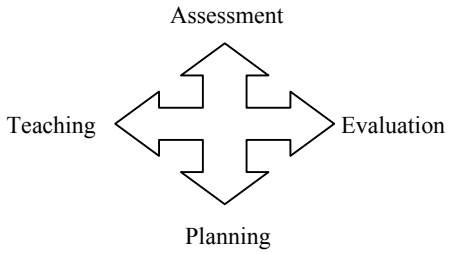
Reading:

Teachers assess student reading using the Developmental Reading Assessment (DRA) by listening

to and recording each student's oral reading errors. Each quarter teachers monitor student improvement using running records. By analyzing running records on each child's oral reading, teachers identify student strengths and use of reading strategies so that they can effectively group students by needs as well as by similar reading levels. The running records also help teachers decide which leveled book to choose from the school's Book Room, housing a collection of over 30,000 books. Reading comprehension is assessed and monitored through retellings after a running record or a DRA assessment.

Language Arts:

The language arts program at Madison Heights primarily emphasizes reading and writing with additional emphasis on the areas of speaking and listening. Students are engaged in authentic writing tasks on a daily basis. After writing, the students proceed through the writing process with editing/and or proofreading conferences with either their peers or the teacher. They then publish their finished writing pieces and share them with the intended audience. Teachers in Kindergarten through second grade use the Holistic Writing Rubric to assess students writing in the areas of fluency and conventions. In grades three and four, students' writing is assessed using the Six Plus One Traits Rubric. The strength of the program lies in the assessment component that drives the Teaching Learning Cycle (TLC). Rather than teaching students prescribed lock-step lessons, which do not account for individual student differences, the TLC emphasizes each student's learning needs. An example of the TLC is provided below.



Math:

In keeping with the state and national math standards and best practices, Madison Heights School uses Investigations in Number, Data, and Space by TERC for implementation of our adopted math curriculum. This title reflects the view that mathematics in the elementary school is more than arithmetic. Heights students develop a foundation in several key areas of mathematics: number, data, and geometry (space). The major focus of math instruction is the development of problem-solving and higher level thinking skills, while using basic skills such as addition, subtraction, multiplication, and division. Through the use of concrete materials, peer interactions, and student-developed strategies, students come to understand, appreciate, and see the relevance of math in their daily lives.

Science:

Madison Heights uses Full Option Science System (FOSS) as the materials to implement our adopted science curriculum. Knowing that students learn best through an inquiry process, Heights' teachers guide students to be actively engaged in making observations, testing ideas in logical ways, and creating explanations about their scientific discoveries. Using FOSS lessons, students learn important scientific concepts as they develop thinking skills to construct their own ideas through inquiry and investigation. Our students gain experience and knowledge in four content strands using the FOSS system: Life Science, Earth Science, Physical Science, and Scientific Reasoning and Technology.

Special Area Subjects:

Physical Education, Art, Music, Library, and Computer comprise the special area subjects available to our students. Madison Heights' special area teachers not only expect students to master the standards in their respective content areas, they also support the school goals in reading and mathematics by using a variety of teaching strategies and specific materials. Throughout our special area classes, specific content standards drive the learning objectives taught.

School's Reading Curriculum

The reading curriculum implemented by the teachers at Madison Heights is a research based approached to teaching a balanced literacy program. It is based on the research that indicates that students learn to read at varying rates and use different strategies. Therefore, our reading curriculum has teachers identifying each child's reading proficiency along a continuum of reading. Our current program allows for teachers to assess, evaluate, plan, and implement lessons that meet the specific needs of the students. As with all curriculum in the Madison School District, a team of teachers worked at aligning and developing the written curriculum to encompass the Arizona State Standards.

The materials used to implement the curriculum are a series of leveled reading books based on the stages of reading. Books are leveled according to three levels: emergent, early fluency, and fluent readers. Madison Heights has a Resource Book Room where teachers can choose leveled books from more than 30,000 books purchased over the past seven years of implementation of this program. Teachers have been trained in accurately choosing books to use with their children based on assessment of their strengths and needs while reading.

Teachers at Madison Heights measure student reading fluency using the Developmental Reading Assessment (DRA). This is an individualized reading assessment that assesses three components of reading: oral reading or decoding, as well as fluency, and comprehension. The assessment is administered while the teacher listens to each child read aloud. The teacher takes a running record, noting all miscues. She then asks the child to retell the story to assess reading comprehension and the child's ability to answer specific higher-level comprehension questions.

After listening to the child read aloud, the teacher analyzes the child's oral reading portion of the assessment. During this analysis, the teacher identifies each time the child misread a word and assesses which of the three sources of information he/she was using when the error occurred. The three sources of information that we instruct students to use are visual, structural, and meaning cues. Visual cue refers to the way a word looks. Students look at the visual features of words and apply phonemic awareness such as beginning sounds, medial sounds, and ending sounds. We want our students to self-question by asking themselves, "Does this word look right?" The structural information system refers to the way our language works. The child unconsciously uses rules of grammar in how he/she speaks. We want our students to ask themselves, "Does this sound right? Is this the way we use language?" Lastly, a meaning cue refers to the way a child makes sense up to the point of error in reading. Information from the pictures and words are used in combination to make meaning of the printed word. We want our students to ask, "Does this make sense?" It is critical that students learn to use all three information sources simultaneously to become a proficient reader.

Once the teacher analyzes the assessment, she begins to identify specific skills and concepts that each child needs to learn next in the reading process to become a more proficient reader. She then groups her students into small reading groups to provide specific instruction based on the individual child's needs. Instruction occurs at the child's instructional level, or the level in which they read with at least 90% accuracy.

Using this approach to reading instruction allows our teachers to meet the specific needs of our students, which is the mission of our school. Continual assessment is used to drive our instructional practices. Thus, the students are continually monitored for progress and achievement.

Other Curriculum Area

With the award of the National Science Foundation TREASURmath grant in 2000, Madison Heights has undergone a dramatic change in the teaching of mathematics. This grant provided funding for ongoing professional development in mathematics content knowledge and pedagogy for every teacher in the district.

Through the materials and lessons in the *Investigations* program, our teachers have reformed their understanding and views of teaching mathematics from a traditional model to a constructivist model.

Using the constructivist model, students develop flexibility and confidence in approaching problems, fluency in using mathematical skills and tools to solve problems, and proficiency in evaluating their solutions. Students build a repertoire of ways to communicate about their mathematical thinking while their joy and appreciation of mathematics grow. Through this program the students develop a foundation in the mathematical concepts in number, data, and geometry.

The *Investigations* curriculum provides problem in contexts that call on students to share experiences from their family, culture or community. It draws all students into mathematics-girls, boys, diverse cultures, ethnic and language groups, and students with different strengths and interests. It enables students to work cooperatively with peers without emphasis on speed and memorization. Instead the curriculum contains many aspects that ensure that all students are included in significant mathematical learning. These components provide students the opportunity to: spend time exploring problems in-depth, find more than one solution to many of the problems that they work on, invent their own strategies and approaches rather than relying on memorization, choose from a variety of concrete materials and technology as part of their everyday mathematical work, express their mathematical thinking through drawing, writing and talking, work in a variety of groupings, and move around the classroom as they explore the mathematics of their environment and talk with their peers.

The math curriculum and *Investigations* program has significantly increased students ability to think critically about mathematics and apply the concepts to everyday life, which is reflected in our student achievement data.

Instructional Methods

Student achievement requires qualified teachers who use research-based methodologies, focus on reading development, and use student-centered activities. 100% of the teachers at Madison Heights are classified as 'highly qualified' under the NCLB guidelines.

Instruction suited for every child's individual needs, is the key to success. Teachers at Madison Heights use the Teaching Learning Cycle (TLC) as its instructional model. The philosophy of the TLC is to continually assess students' areas of strengths as well as areas in need of improvement to determine what specific teaching the child needs to progress as a learner. For example, teachers assess students using the Developmental Reading Assessment (DRA) to determine current reading level, comprehension level, and fluency in reading as well as each child's proficiency in using phonetic, semantic, and syntactic clues. Using this information, teachers select appropriate texts to use in small reading groups focusing on a selected objective. Selecting the correct text is essential for student achievement. Teachers have access to thousands of leveled books in a variety of genres to assist in the appropriate selection of texts.

Before school starts each fall, every kindergarten and first grade student has individual time with his/her new teacher to get acquainted with each other, but most importantly to provide an opportunity for the teacher to individually assess the students' knowledge of letter sound correspondence, word knowledge, and various concepts of print. Teachers immediately begin to use this assessment information to design reading and writing instruction based on each child's current level of need.

Our math curriculum and instruction uses the constructivist model. It is focused on children expanding their knowledge and constructing mathematical concepts as they interact with peers through open ended, hands on investigations in which they draw their own conclusions and create generalizations. Problems are presented to students that reflect real life situations that they may encounter. Students are encouraged to solve problems by creating their own strategic solution. In any given lesson, concepts of place value, skip counting, and regrouping of numbers emerge and provide relevant discussion points facilitated by the classroom teacher. Each child makes progress during lessons; one might develop proficiency in skip counting, while another explains to classmates that counting by tens is an efficient method.

As a result of the Teaching Learning Cycle, assessment-driven instruction and the constructivist environments, the students at Madison Heights continue to excel and make significant academic gains each year that they attend Madison Heights.

Professional Development Program

It is the belief of Madison Heights that to significantly increase student achievement, we need to have highly trained teachers providing instruction using best practices and methodologies. In order to do this effectively, Madison Heights has partnered with the Milken Family Foundation to participate in the Teacher Advancement Program (TAP) for the past three years. Through funds provided through the foundation and the school district, we have changed the structure of our school day, realizing that collaboration among teachers is paramount to student success. The funds have also allowed us to promote teachers to the role of Master Teacher. Our Master Teachers are highly trained experts in the areas of literacy and mathematics. Our three master teachers teach half time in their own classroom in their area of expertise. Then, for the other half of their teaching day, they provide individual and group support and instruction to teachers either in their classrooms or through a group professional development meeting. The restructuring of our school day and the employment of master teachers has enabled Madison Heights to develop a three-tiered approach to professional development.

First, both master teachers and mentor teachers organize and facilitate grade level "cluster" meetings, which focus on students attaining achievement toward our identified school goals in both literacy and math. Teachers meet for three hours a week during the instructional day to analyze student work, identify student needs and discuss best practices for instruction. At the conclusion of each cluster meeting, the group decides on how they will implement the discussed practice into their classroom before the next meeting time. They will then implement the practice and conduct a follow up discussion and reflection at subsequent meetings. Second, the Master Teachers conduct classroom visits and engage teachers in dialogues to assist them with implementing their new learning. This occurs weekly for every teacher on campus. Third, our faculty meetings are used for large group professional development. This year we have identified writing as our area of discussion during each faculty meeting. Currently our teachers bring students' writing samples to each faculty meeting. There they collaborate with peers at different grade levels and use the Six Traits Rubrics or the Holistic Scoring Rubric to score individual student writing. They then identify groups of students who have similar needs and form a small writing group based on their assessment of student writing. This three tiered approach to professional development has provided high quality training for our teachers, and has yielded increased student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS: AIMS, Reading					
		Grade 3			
		Arizona's Instrument to Measure Standards			
		Publisher: Harcourt Educational Measurement			
		Inclusion and exclusion rules have changed through the years. English Language Learners we allowed take an alternate test until 2002. Also, the state changed test publishers in 2002. Disaggregated data is not available for 2001.			
			2002-2003	**2001-2002**	**2000-2001**
Testing month			April	April	April
SCHOOL SCORES					
		% at or above Approaches the Standard	95	97	91
		% at or above Meets the Standard	87	85	79
		% at or above Exceeds the Standard	29	41	31
	Number of students tested		77	73	68
	Percent of total students tested		100	88	82
	Number of students excluded		0	10	15
	Percent of students excluded		0	12	18
	SUBGROUP SCORES				
	1	***Ethnicity: Asian***			
		% at or above Approaches the Standard	100	100	na
		% at or above Meets the Standard	100	100	na
		% at or above Exceeds the Standard	50	100	na
		Number of students tested	2	1	na
	2	***Ethnicity: Black***			
		% at or above Approaches the Standard	100	100	na
		% at or above Meets the Standard	100	33	na
		% at or above Exceeds the Standard	14	0	na
		Number of students tested	7	3	na
	3	***Ethnicity: Hispanic***			
		% at or above Approaches the Standard	84	77	na

		% at or above Meets the Standard	58	62	na
		% at or above Exceeds the Standard	21	31	na
		Number of students tested	19	26	na
	4	***Ethnicity: Indian***			
		% at or above Approaches the Standard	0	67	na
		% at or above Meets the Standard	0	67	na
		% at or above Exceeds the Standard	100	0	na
		Number of students tested	1	3	na
	5	***Ethnicity: White***			
		% at or above Approaches the Standard	92	97	na
		% at or above Meets the Standard	85	79	na
		% at or above Exceeds the Standard	22	33	na
		Number of students tested	49	39	na
	6	***Socio-Economic Status: low***			
		% at or above Approaches the Standard	81	81	na
		% at or above Meets the Standard	66	58	na
		% at or above Exceeds the Standard	9	23	na
		Number of students tested	32	26	na
	7	***Socio-Economic Status: not low***			
		% at or above Approaches the Standard	98	94	na
		% at or above Meets the Standard	93	81	na
		% at or above Exceeds the Standard	33	37	na
		Number of students tested	43	52	na
STATE SCORES:					
		% at or above Approaches the Standard	92	91	89
		% at or above Meets the Standard	77	75	71
		% at or above Exceeds the Standard	21	30	27

STATE CRITERION-REFERENCED TESTS: AIMS, Mathematics					
		Administered to Grade 3			
		Test: Arizona's Instrument to Measure Standards			
		Published by Harcourt Educational Measurement			
		Inclusion and exclusion rules have changed through the years. English Language Learners we allowed take an alternate test until 2002. Also, the state changed test publishers in 2002. Disaggregated data is not available for 2001.			
			2002-2003	**2001-2002**	**2000-2001**
Testing month			April	April	April
SCHOOL SCORES					
		% at or above Approaches the Standard	94	95	91
		% at or above Meets the Standard	80	83	73
		% at or above Exceeds the Standard	40	46	35
	Number of students tested		77	74	68
	Percent of total students tested		100	89	82
	Number of students excluded		0	9	15
	Percent of students excluded		0	11	18
	SUBGROUP SCORES				
	1	**Ethnicity: Asian**			
		% at or above Approaches the Standard	100	100	na
		% at or above Meets the Standard	50	100	na
		% at or above Exceeds the Standard	50	0	na

		Number of students tested	2	1	na
	2	**Ethnicity: Black**			
		% at or above Approaches the Standard	86	100	na
		% at or above Meets the Standard	86	67	na
		% at or above Exceeds the Standard	29	0	na
		Number of students tested	7	3	na
	3	**Ethnicity: Hispanic**			
		% at or above Approaches the Standard	74	81	na
		% at or above Meets the Standard	52	62	na
		% at or above Exceeds the Standard	26	27	na
		Number of students tested	19	26	na
	4	**Ethnicity: Indian**			
		% at or above Approaches the Standard	na	67	na
		% at or above Meets the Standard	na	33	na
		% at or above Exceeds the Standard	na	0	na
		Number of students tested	0	3	na
	5	**Ethnicity: White**			
		% at or above Approaches the Standard	94	92	na
		% at or above Meets the Standard	82	78	na
		% at or above Exceeds the Standard	40	50	na
		Number of students tested	50	40	na
	6	**Socio-Economic Status: low**			
		% at or above Approaches the Standard	84	81	na
		% at or above Meets the Standard	56	46	na
		% at or above Exceeds the Standard	22	12	na
		Number of students tested	32	26	na
	7	**Socio-Economic Status: not low**			
		% at or above Approaches the Standard	93	92	na
		% at or above Meets the Standard	88	83	na
		% at or above Exceeds the Standard	47	49	na
		Number of students tested	43	53	na
STATE SCORES:					
		% at or above Approaches the Standard	91	90	86
		% at or above Meets the Standard	66	62	57
		% at or above Exceeds the Standard	30	27	23

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 02		**Test: Stanford 9, MATHEMATICS**		
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	100	80	74	
Number of students who took the test:	84	75	70	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%)	53	63	64	
Number of students tested	84	75	70	

Percent of total students tested	84%	94%	95%	
Number of students excluded	16	5	4	
Percent of students excluded	16%	6%	5%	
SUBGROUP SCORES				
1 **Ethnicity: Hispanic**	76	67	70	
Number of students tested	51	46	18	
2 **Ethnicity: White**	41	60	84	
Number of students tested	25	20	39	
3 **SES: low**	45	53	unavailable	
Number of students tested	38	30	unavailable	
4 **SES: not low**	83	66	unavailable	
Number of students tested	43	48	unavailable	
Other subgroups were comprised of very few students. Therefore, the scores were not included.				

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 02	**Test: Stanford 9, READING**			
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	100	80	74	
Number of students who took the test:	85	74	66	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%)	49	40	55	

Number of students tested	85	74	66	
Percent of total students tested	85%	93%	89%	
Number of students excluded	15	6	8	
Percent of students excluded	15%	8%	11%	
SUBGROUP SCORES				
1 **Ethnicity: Hispanic**	76	37	51	
Number of students tested	51	19	18	
2 **Ethnicity: White**	57	41	69	
Number of students tested	52	45	37	
3 **SES: low**	29	31	unavailable	
Number of students tested	38	30	unavailable	
4 **SES: not low**	67	45	unavailable	
Number of students tested	43	46	unavailable	
Other subgroups were comprised of very few students. Therefore, the scores were not included.				

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 03	**Test: Stanford 9, MATHEMATICS**			
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	79	83	82	
Number of students who took the test:	70	68	67	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%ile)	56	65	70	
Number of students tested	70	68	67	

Percent of total students tested	89%	82%	82%	
Number of students excluded	9	15	15	
Percent of students excluded	11%	18%	18%	
SUBGROUP SCORES				
1 **Ethnicity: Hispanic**	36	52	42	
Number of students tested	17	24	15	
2 **Ethnicity: White**	63	77	69	
Number of students tested	40	32	44	
3 **SES: low**	34	36	unavailable	
Number of students tested	29	24	unavailable	
4 **SES: not low**	71	73	unavailable	
Number of students tested	41	51	unavailable	
Other subgroups were comprised of very few students. Therefore, the scores were not included.				

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 03		**Test: Stanford 9, READING**		
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	79	83	82	
Number of students who took the test:	69	67	68	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%ile)	57	60	68	
Number of students tested	69	67	68	

Percent of total students tested	87%	81%	83%		
Number of students excluded	10	16	14		
Percent of students excluded	13%	19%	17%		
SUBGROUP SCORES					
1 **Ethnicity: Hispanic**	37	42	48		
Number of students tested	16	25	15		
2 **Ethnicity: White**	62	76	68		
Number of students tested	40	30	44		
3 **SES: low**	37	32	unavailable		
Number of students tested	29	24	unavailable		
4 **SES: not low**	71	68	unavailable		
Number of students tested	41	51	unavailable		
Other subgroups were comprised of very few students. Therefore, the scores were not included.					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 04		**Test: Stanford 9, MATHEMATICS**		
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	90	86	91	
Number of students who took the test:	73	77	74	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%ile)	74	65	59	

Number of students tested	73	77	74	
Percent of total students tested	81%	90%	81%	
Number of students excluded	17	9	17	
Percent of students excluded	19%	10%	19%	
SUBGROUP SCORES				
1 **Ethnicity: Hispanic**	56	74	44	
Number of students tested	25	45	12	
2 **Ethnicity: White**	84	41	64	
Number of students tested	36	17	49	
3 **SES: low**	53	44	unavailable	
Number of students tested	28	25	unavailable	
4 **SES: not low**	85	68	unavailable	
Number of students tested	43	60	unavailable	
Other subgroups were comprised of very few students. Therefore the scores were not included.				

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS				
Madison Heights Elementary School				
Grade: 04		**Test: Stanford 9, READING**		
Edition/publication year: 1995		**Publisher:** Harcourt Educational Measurement		
	2002-2003	**2001-2002**	**2000-2001**	
Number of students in the grade in which the test was administered:	90	86	91	
Number of students who took the test:	70	77	73	
What groups were excluded from testing? Why, and how were they assessed?	**The SEA excludes ELL students with three or fewer years of attendance in an Arizona school. Also, students with disabilities tested with non-standard accommodations are excluded from these scores.**			
Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles _X_				
	2002-2003	**2001-2002**	**2000-2001**	
Testing Month	Apr-03	Mar-02	Apr-01	
SCHOOL SCORES				
Total Score (%ile)	75	65	63	

Number of students tested	70	77	73	
Percent of total students tested	78%	90%	80%	
Number of students excluded	20	9	18	
Percent of students excluded	22%	10%	20%	
SUBGROUP SCORES				
1 **Ethnicity: Hispanic**	57	37	58	
Number of students tested	22	16	12	
2 **Ethnicity: White**	83	75	65	
Number of students tested	36	45	50	
3 **SES: low**	52	46	unavailable	
Number of students tested	28	24	unavailable	
4 **SES: not low**	85	70	unavailable	
Number of students tested	43	58	unavailable	
Other subgroups were comprised of very few students. Therefore, the scores were not included.				